

CONWAY ELEMENTARY

1101 Snowhill Drive
Conway, SC 29526

GRADES PK-5 Elementary School

ENROLLMENT 608 Students

PRINCIPAL Maquitta Davis 843-488-0696

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	49	43	2	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes

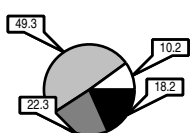
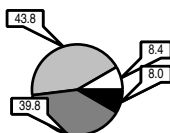
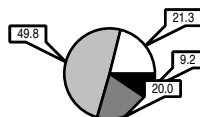
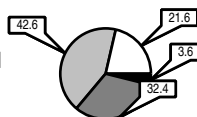
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	301	99.0	8.1	44.0	39.9	8.1	60.8	Yes	Yes
Gender									
Male	164	99.4	8.8	44.9	39.5	6.8	57.8		
Female	137	98.5	7.1	42.9	40.5	9.5	64.3		
Racial/Ethnic Group									
White	144	99.3	1.5	32.8	52.6	13.1	78.8	Yes	Yes
African-American	149	100.0	13.7	57.3	26.0	3.1	42.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	255	98.8	8.1	40.9	42.1	8.9	63.4		
Disabled	46	100.0	7.9	63.2	26.3	2.6	44.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	99.0	8.1	44.0	39.9	8.1	60.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	99.7	7.4	44.1	40.4	8.1	61.5		
Socio-Economic Status									
Subsidized meals	202	99.0	12.4	52.8	32.6	2.2	46.6	Yes	Yes
Full-pay meals	99	99.0	0.0	27.4	53.7	18.9	87.4		

Mathematics - State Performance Objective = 15.5%									
All Students	301	99.7	9.9	49.5	22.3	18.3	59.3	Yes	Yes
Gender									
Male	164	100.0	12.2	47.6	19.0	21.1	62.6		
Female	137	99.3	7.1	51.6	26.2	15.1	55.6		
Racial/Ethnic Group									
White	144	99.3	3.6	35.8	27.7	32.8	77.4	Yes	Yes
African-American	149	100.0	15.3	64.9	16.0	3.8	40.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	255	99.6	6.4	48.9	23.8	20.9	65.5		
Disabled	46	100.0	31.6	52.6	13.2	2.6	21.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	301	99.7	9.9	49.5	22.3	18.3	59.3		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	296	99.7	9.3	49.6	22.6	18.5	60.0		
Socio-Economic Status									
Subsidized meals	202	100.0	14.6	60.1	16.9	8.4	43.3	Yes	Yes
Full-pay meals	99	99.0	1.1	29.5	32.6	36.8	89.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	108	99.1	17.6	32.4	44.1	5.9	50.0
	Grade 4	97	100.0	23.3	50.0	24.4	2.3	26.7
	Grade 5	115	99.1	23.3	53.4	21.4	1.9	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	6.1	34.3	43.4	16.2	59.6
	Grade 4	104	99.0	9.2	48.0	37.8	5.1	42.9
	Grade 5	90	100.0	8.4	59.0	31.3	1.2	32.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	108	100.0	11.7	61.2	18.4	8.7	27.2
	Grade 4	97	100.0	17.4	44.2	19.8	18.6	38.4
	Grade 5	115	100.0	14.4	51.9	22.1	11.5	33.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	9.1	56.6	17.2	17.2	34.3
	Grade 4	104	99.0	11.2	43.9	25.5	19.4	44.9
	Grade 5	90	100.0	8.4	50.6	22.9	18.1	41.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 608)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	2.9%	2.7%
Attendance rate	95.9%	Down from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		3.7%	3.5%
Eligible for gifted and talented	21.1%	Up from 16.0%	13.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Down from 10.8%	9.3%	8.2%
Older than usual for grade	0.2%	Down from 0.5%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	51.2%	Down from 54.2%	50.0%	51.4%
Continuing contract teachers	97.7%	Up from 95.8%	89.2%	87.5%
Highly qualified teachers**	91.9%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.4%	Up from 90.9%	86.2%	86.7%
Teacher attendance rate	93.5%	Down from 96.0%	94.5%	94.9%
Average teacher salary	\$42,971	Up 4.5%	\$40,577	\$40,760
Prof. development days/teacher	5.0 days	Down from 8.8 days	12.5 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.3 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 91.6%	89.5%	90.0%
Dollars spent per pupil*	\$6,704	Up 7.5%	\$5,749	\$6,044
Percent of expenditures for teacher salaries*	66.6%	Down from 68.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conway Elementary School is located in the center of town and serves as a community school. Approximately six hundred and fifty students in pre-school through fifth grades receive challenging and meaningful instruction from highly qualified teachers. The 2003-04 year began with some successes and challenges. Child development, kindergarten and first grade reading results met Horry County Schools performance goals of ninety percent of students reading at or above the assigned text level. The instructional staff determined increasing reading comprehension skills in third-fifth grades as an instructional priority for the year. As a result of this, teachers participated in professional growth and collaborative planning activities with a focus on comprehension strategies. Students in grades three-five received reading instruction in achievement groups. Groups were determined by MAP results, teacher observations and other data and were considered flexible in that a student could move into a different group according to academic needs. Students have continued to perform at a higher level in mathematics than ELA. To ensure continuous growth, students work in TEAM time groups for thirty minutes of daily skills lessons. Title I and local funds continue to support training for staff and instructional materials for teachers and children.

The staff and Conway community share the mission to provide all children opportunities to excel in academics and in personal and social areas. The PTO works collaboratively with the staff to provide monthly parenting workshops and family activities. Coastal Carolina University piloted a mentor program with identified fourth and fifth grade students. The program invited community and university leaders to meet weekly with identified students. Other community and service related activities included Jump Rope for Heart, Pennies for Patients, HTC recycling, CAP food drives, DARE and a concert to support the ALS association. Our students are fortunate to participate in activities sponsored by the Conway Recreation Department, often housed in the Conway Elementary gymnasium. The students enjoyed an enrichment of the arts through many activities; two weeks with visiting artist, Mr. Potter, participation in music ensembles and field day activities.

Conway Elementary students have been fortunate to participate in a pre-school through fifth grade summer school program. As a recipient of the South Carolina READS TAS grant, this school has been able to provide additional tutorial services and pre-school classes. This is the final year of TAS grant funding.

The vast majority of Conway Elementary parents and staff feel that this is a safe school where their children are challenged academically and appreciated personally. It is the mission of the school to continue to strive for excellence and to assure that all students reach their academic potential.

Joanne P. Morris, Principal 2003-04

Gretchen Smith, School Improvement Council Chairperson, 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	81	52
Percent satisfied with learning environment	97.6%	95.1%	94.2%
Percent satisfied with social and physical environment	100.0%	87.5%	90.2%
Percent satisfied with home-school relations	85.4%	93.8%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.